

CHILD STUDY

Concerning Parental Attitudes

By BERNARD GLUECK, M. D.

Parental Education in Review

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Concerning Parental Attitudes*

By Bernard Glueck, M. D.

THE greatest promise for ameliorating the burden of psychological maladjustment lies in the deliberate cultivation of a more intelligent parenthood. In building up any program of parental education, the first step must be to establish a thoroughgoing belief in the reality and validity of psychological phenomena. Once people learn to look upon psychological facts as they do upon other phenomena of daily experience, much of the mystery and complexity of this subject disappears.

We cannot successfully argue with a parent concerning the virtue or vice of a given attitude in relation to his children unless we succeed first of all in convincing him of the reality of psychological attitudes, impalpable and intangible though they are. Only through such conviction can parents be brought to see how their own attitudes affect the making or marring of their children's characters.

This is true even of those intelligent and educated people, college graduates, perhaps, whose education has included some contact with the subject matter of psychology. The incapacity and inhibition which these people exhibit in the face of their psychological problems of adaptation as compared with the manner in which they manage their more impersonal problems of life, is very striking indeed. Investigating this curious discrepancy one often finds that the education of these people, although of the college type, has been a highly selective one—selective in the sense that only the pleasant and agreeable facts of life have been emphasized in their education. Where an escape from contact with some downright unpleasant aspects of life was not entirely possible, these aspects have been deliberately glossed over with a halo of idealism which has laid the basis

for many a shocking awakening in later life.

In professional experience with the college-bred actual and potential mother, one cannot escape the feeling that sending a girl to college is, with respect to some colleges, at any rate, an excellent way of blinding her to the realities of life, and that her so-called "less favored" sister really has in many respects an advantage over her. Often enough it is not so much the content of her education that is at fault, as the method; a perfectly good and adequate content becoming hopelessly distorted and mangled in the process of its transmission at the hands of a person ill-adapted to deal with it.

Recognizing, as we must, that an intelligent dissemination of the established truths concerning the way of human nature must constitute one of the foundation stones of every enterprise for the deliberate cultivation of a better parenthood, we must not fall into the error of entrusting this task to people who are unfitted for it either by constitution or experience or both. The truth-giver about human nature must in the first place be one who is able to face unflinchingly his own nature. It is inevitable that parental attitudes should be conditioned by the particular notions which a parent has concerning the nature of childhood. We must avoid any pleasing selectiveness in acquainting parents with the facts of child-nature, although we appreciate all the time that no parent enjoys facing these facts when they concern his own child. *His own child!* What a phrase this is! If we could eliminate the possessive implications of this phrase how much easier our task as parents would be!

With respect to both the manner and content of parental education, it is necessary to appreciate the uniqueness of the task as compared with other

*From an address at the Institute on Parental Education, New York City, January 25, 1927.

educational enterprises. One does not deal here merely with the enterprise of imparting and receiving certain information. The central objective of this task can be nothing less than the development and maintenance of proper attitudes of mind, which commonly involve a radical transformation of the personalities concerned.

This brings us to the most fundamental reason for the discrepancies we see all about us in man's adaptive capacity, for his relative impotence in the face of psychological or personal problems.

Actual experience in endeavoring to get people to face their own natures honestly, an experience such as one meets with in the course of a psycho-analytic procedure, strongly suggests the existence of a universal, deeply ingrained disposition to conceal one's nature from oneself.

Our entire civilization reflects the premiums which we have come to put upon external forms of adaptation. These external forms are preferred because they facilitate escape from the necessity of turning one's vision inwards, always an unpleasant indulgence and frequently a painful one.

But we know from the study of the individual that sooner or later a point is reached when these outer forms of adaptation no longer suffice in the struggle with the problems of life. Change of climate or occupation, rest or travel cures, even a change of husband or wife no longer bring relief from the anxieties, inhibitions or compulsions which are kept alive by the conflicts within. It is only when things go absolutely wrong with him that man is willing to become a psychologist and to turn his vision inwards. It is only then that he comes face to face with the other aspect of adaptation, the auto-plastic one, which has for its object the achievement of an inner harmony, of a workable compromise between the conflicting claims of his inner nature.

We are witnessing today an unprecedented preoccupation with psychology, a far-reaching and significant movement which reflects, on the one hand, a beginning distrust of the thoroughgoing materialistic philosophy which dominates present day culture and, on the other hand, a recognition of the limitations of a one-sided, allo-plastic form of adaptation. Unless we are willing and capable as parents to face our inner selves we shall never appreciate to the necessary degree the nature and importance of parental attitudes in fashioning the lives of our children. This accounts for the relative inadequacy of all the written and verbal propaganda to affect the situation in any telling manner.

Much of the literature on child guidance and parental education would, it is true, be vastly improved if it were more concrete and practical in content. But it is necessary to emphasize that even the most thoroughly practical and concrete type of information is apt to be ineffective when it is counteracted by blind spots with respect to the reader's own nature. It is stimulating to be sure, but it often only stimulates to a greater vigilance the already present resistance to self-scrutiny.

The thing that so commonly escapes us in connection with this entire question of parental education is that the parent who in the course of his development has achieved a normal adulthood, may, to be sure, need *information* in the care of childhood, but he does not need *instruction*. It is the difficulty of outgrowing one's own infantilism which renders the task of parenthood so difficult and complex. This difficulty cannot be overcome by merely being told what to do and what not to do. It requires a greater or less degree of self-scrutiny, at any rate a willingness to examine one's own role in the complexities of family relationships. Parental education, therefore, must include, as a cardinal starting point, an estimate of the parent's ability and willingness to scrutinize his own nature and a deliberate endeavor to cultivate such willingness and ability in him.

Without attempting to be at all comprehensive we may say that the various attitudes met with in parents with respect to their children are conditioned by two more or less general factors.

The one factor is determined by the notion the parent has acquired in one way or another concerning the nature of children, not of a particular child, but of children in general. Even where we are not dealing with a particular child, a parent's notion of the childhood personality is apt to be considerably colored by the personal wishes and needs, aversions and prejudices which he projects onto the picture.

The second general factor which is apt to determine a parent's notion of childhood, we might designate as the subjective one. The personal bias of the parent may color his view of childhood to such an extent as to lead to the cultivation of attitudes which are downright destructive to child life, psychologically speaking, at any rate.

Let us consider for a moment some of the prevalent notions about childhood in order to determine what sort of attitudes they are likely to con-

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Parental Education in Review

A Report of the Institute held by the Child Study Association of America

THE Institute on Parental Education, held at the headquarters of the Child Study Association of America in New York City from January 17th to 28th, brought together for comprehensive review the various contributions of modern science to parental education. Ten lectures by noted scientists presented the biological, physiological, psychological, sociological and spiritual aspects of child study. Round-table conferences and observations of activities, organizations and methods of study, gave members of the Institute a unified picture of what is now being done in the field for the training of parents in the guidance of childhood and youth.

Lectures on Modern Science

Dr. Michael Guyer opened the Institute with a talk on "Heredity and Individual Variation," which he illustrated with lantern slides. He outlined the Mendelian theory of transmission of characteristics through division of chromosomes in the germ cell. There exists potentially in any germ cell all the traits that can possibly come out of it under any obtainable conditions of environment. Our concern must be to see that expression of good traits is made possible, and to discover native limitations that must be compensated through cultivation of traits. Behavior is not only the result of an innate constitution, but also of the degree and kind of stimulations to which it has been subjected.

Speaking on "Stages in Mental Growth," Dr. Arnold Gesell stated that it is possible to lay down for various ages of infancy and childhood certain concrete minimum essentials of mental health expressed in tangible behavior terms. The concept of normality in the field of mental growth is just as valid as the concept of normality in the field of physical growth. The task of the future is to bring both fields into a unitary psycho-biological formula.

Dr. Seymour DeWitt Ludlum spoke on the "Relation of Physiological States to Behavior and Learning." He said that thinking and behavior depend upon the amount of surface of blood particles and the speed of their movement. The speed of chemical reaction is the same as the speed in nervous reaction; to regulate the speed of thought, we must regulate the chemical action.

"The Value of the Organic Point of View" was the subject of Dr. Benjamin C. Gruenberg's lecture. He spoke of the organism as a system of stimulus response patterns, whose outstanding characteristic is that the response is regulatory. There are three types of these regulatory response patterns: the defensive, the aggressive and the compensatory. One of the most difficult things we have to learn is that the child presents from the first a system of behavior that has absolutely no moral meaning in itself. Our problem is not to classify some impulses as good and others as bad, and find a scheme for repressing one set and encouraging others. It is rather to modify undesirable manifestations, to divert ill-used energy into useful channels, and to establish a stimulus response pattern that fits in with the needs of social living.

Dr. Jessie C. Fenton, in closing the first week's lectures, spoke on "Habit Formation as a Factor in Mental Development," stressing the importance of the early years and the vital part played by habit in determining the child's character.

Dr. Joseph Jastrow opened the second week of the Institute with an address on "Appearance and Development of Emotions." The last three lectures of the Institute centered about a discussion of the family. Dr. Ernest R. Groves considered its sociological aspects, Dr. Elton G. Mayo its psychological implications, and Dr. Anna Garlin Spencer its spiritual significance. These lectures will be printed in future issues of *Child Study*.

Methods and Materials Evaluated

Six afternoons of the Institute were devoted to round-table conferences, which considered the organization and direction of study groups as well as technique and procedure.

In opening the first conference, Mrs. Howard S. Gans stated that the purpose of these discussions was to present the various methods employed today to make parents conscious of their obligations and opportunities and to translate this consciousness into new attitudes in their function as parents.

Mrs. Sidonie Matsner Gruenberg discussed the new conditions that influence the function of the home. She said that certain changes have taken place in the economic and social status of the

family that make the functions of father and mother different from what they were in the home of the past, where contacts were continuous among the members of the family. The modern city mother is in the home only at specific times, not continuously, and her contacts with her children occur only at "peak moments" when she must be the coordinating and guiding influence in the child's life.

"The modern young man or woman does not need to wait for actual parenthood but can get pre-parental education," said the chairman in introducing Mrs. Ethel Puffer Howes, the next speaker. Mrs. Howes stated that training for parenthood should be given in the same way as education in the principles of personal hygiene. There should be no more concentration or fixation on the details of child care than is required for the normal functions of life. A rude outline for a course in preparation for parenthood could be composed of the following: (1) hygiene and physical education; (2) a brief and practical course on home administration; (3) a course in the mental hygiene of children and adults, with special emphasis on the psychology of the pre-school child and observation of children in the nursery school; (4) a course in the social ethics of motherhood, emphasizing woman's place in the family.

Miss Edna Noble White spoke next on the nursery school as a legitimate aid to the home. She said that special emphasis should be placed upon a program for parents in the nursery school and upon the fact that the latter is not a substitute for the home. The nursery school needs the cooperation of the home, while through a demonstration of the essential facts of child-rearing in the school, parents can get an objective view-point. Since a few hours of relief are essential to the average mother, for her child's sake as well as for her own, the nursery school offers definite advantages over the old substitutes—the nursemaid and the kind neighbor.

Function of the Study Group

Dr. Lois Hayden Meek was the first speaker at the conference on "Study Groups as a Means of Parental Education." She said that one of the vital functions of the study group is to change in character and increase in number the wants of parents. There are three channels through which this may be done: (1) propaganda lectures, (2) literature, (3) the study group.

Mrs. Cecile Pilpel spoke on sex education in study

groups. She considered two aspects of the problem: first, how to help parents to an attitude of mind where they want sex education for their children; second, how to meet the difficulty many mothers have when they attempt to carry out their desire to educate their children in regard to the sex life. In the group studying sex education it is necessary, therefore, first to present all the available contributions on the subject, and then, by means of careful study of these contributions, by discussion of particular aspects and specific problems, to help clear up the mother's own emotional difficulty, so that she becomes more free to make good use of the knowledge and insight she has acquired.

"The best method for a group studying adolescence," said Mrs. Gans, "is to begin with a study of the physical changes accompanying this period and the meaning of these changes." This will lead to consideration of the emotional changes characteristic of the adolescent—the increase in self-consciousness and self-realization. Many topics inevitably suggest themselves: the importance of answering the child's questions and stimulating them by the right information if he does not ask them spontaneously; the function of athletics in supplying emotional outlets for the greatly increased nervous energy; the school problems; the adjustment to family life and social relationships; the need of helping the adolescent to free himself from the restricting bonds of the home and assume responsibility for his own acts, but at the same time to continue the affectional contacts with the members of the family and retain respect for his parents' opinions.

At the third round-table conference several group leaders spoke on available literature and sources of material.

Popular reference reading in "Outlines of Child Study" was used as the starting point in a group composed chiefly of college graduates, led by Mrs. Virginia MacMakin Collier, in a small Connecticut town. Mrs. Marion M. Miller spoke of the groups she has been conducting at the headquarters of the Child Study Association. The usual method here is to ask certain members to prepare abstracts of chapters selected from a wide variety of material. These are further supplemented by personal experiences which relate the references to living material.

Presentation of material to groups of foreign-born mothers was discussed by Mrs. Elizabeth Fichandler. These require very simple material.

The leader must explain all technical terms, introduce concrete illustrations, and encourage questions and suggestions as to what the members wish to discuss.

Miss Margaret J. Quilliard spoke of her experiences with groups of underprivileged mothers. The chief difficulty, she found, lies in persuading parents to contribute from their personal experience in an impersonal way, and to make their contribution direct, brief and to the point. There is a great demand for translations into foreign languages of child study literature which cannot otherwise reach these mothers. The most helpful translation is not a literal one, but rather an interpretation of the material from the standpoint of the foreign mother, whose life is very closely bound up with her children.

Methods of Instruction and Direction

"There are probably as many types of leadership as there are types of people," said Mrs. Gruenberg as first speaker in the conference devoted to methods of instruction and direction. Many of the leaders are professionally trained while others have worked up through the study group. Roughly speaking, leadership can be divided into four classes: organizing, academic, semi-professional and lay leadership.

Dr. Ada Hart Arlett described the three types of study groups connected with her work at the University of Cincinnati: (1) the University group, the members of which work for credit in a course consisting of fifteen lectures and discussions, with opportunities for observation and demonstration in the Nursery School; (2) conference groups which come to the University to observe and then meet in round-table discussion. These groups have a mixed background and receive no credit for the work done; (3) underprivileged groups which are composed of people with very limited educational background and specific social limitations. The method used here is entirely conversational, with the use of simple illustrations and answering of questions. No reading of literature is insisted upon because of the danger of misinterpretation.

Miss Quilliard said that one of the most important factors to be considered in working with underprivileged mothers is the personnel of the group. We must work through a preparatory stage of mutual adjustment until we attain a cooperative attitude which makes coordinated activity possible. Then, through suitable methods,

we must lead members into definite study and to an application, in their contacts with their children, of the principles involved.

The organization of study groups was the theme of the fifth conference. Dr. Bess V. Cunningham told of groups in connection with clinic, nursery school and university. There are two ways of working out a program of these groups: the immediate problems of the parents can be the starting point, or the program can begin with the material that the specialist brings and be applied later to the problems of the parents. The nursery school offers the easiest medium for the formation of parent groups because here parents have a common bond and problems more or less known to each other.

Study groups in connection with the Monmouth County Organization for Social Service were described by Miss Gertrude Laws. This organization presents an opportunity to demonstrate the vitality of group work in rural communities and proves that an institution is not essential to a successful program.

Mrs. Mary Paddon described the organization of study groups of the Child Study Association. There are now fourteen groups meeting at its headquarters, organized on the basis of topics. The only effort made to bring the members of these chapters together is an announcement of the program at the beginning of the year. Other groups are formed through cooperating organizations, such as churches, women's clubs, camp directors' organizations and social service groups. A third type of group is composed of the women of one neighborhood or community who have common interests. These groups are usually organized on a social basis or around the age level of the children of members.

Dr. Ruth Andrus spoke on the use of study groups as practice work for training professional leaders in the Parental Education course at Teachers College, Columbia University. Miss Quilliard explained the organization of these groups which are part of the cooperation offered by the Child Study Association. Groups are formed in various parts of the city and an effort is made to provide wide variety as to nationality, intellectual, economic, social and religious status, temperament and general development. At present there are fifteen such groups which have been organized in connection with churches, settlement houses, welfare centres, Parent-Teacher Associations and a

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Theory and Practice in the Parent-Child Relationship

AN increasing number of courses in parental education have, in recent years, been added to the curricula of universities and included in the programs of lay organizations. Books, magazines, and even the daily press are expounding psychological theory in an attempt to raise the level of parental knowledge and understanding. Many parents, too, eagerly affiliate themselves with child study groups and derive much benefit from the pooling of experiences and from their study of child guidance.

There are, however, many persons who seriously question the advisability and value of such study. Their challenge is sincere and calls for careful consideration. The thoughtful parent is deeply impressed with the complexity of human relationships and with the variety of causes which act as contributing factors to any single situation. He cannot accept the simple solutions offered by mechanical types of psychological interpretation. He sees in each situation many underlying difficulties, and finds the ready formulas inadequate.

The proverbial discrepancy between theory and practice holds especially true in the parent-child relationship where the emotional element is ever present. How few mothers and fathers are capable of consistently carrying out the accepted principles with which they are so familiar! In many cases it is because of their own emotional difficulties that parents cannot adopt a helpful attitude toward their children's problems. Only by making their own adjustments first will they be enabled to make effective use of psychological and educational findings, and to translate these into everyday practice in the handling of their children.

The time is at hand when a trained psychologist will be a necessary part of the personnel of any

parental education group, in order to assist individual parents in approaching the complex situations which arise in relations with their children.

The Growth of Child Study Groups

THIS year has seen a notable increase in the number of child study groups which have affiliated as chapters with the Child Study Association of America. Since October, 1926, twenty-seven new chapters have been organized in all parts of the country, making a total of one hundred and fifteen in the Association. In Shanghai, China, a group has also been organized for the first time. There are two new chapters in Detroit, two in Pittsburgh, and one each in Richmond and Norfolk, Va., Lakeland, Fla., Los Angeles, Calif., Providence, R. I., Rockland, Mass., and Waterbury, Conn. In New York State study groups have been started this year in Ogdensburg, Crestwood, Scarsdale, and Tuckahoe, and in New Jersey in Newark, East Orange, Orange and Maplewood. Long Island has added new chapters in Woodmere, Flushing, Huntington and Lynbrook. Staten Island has its first group in Tompkinsville, while Brooklyn and Manhattan have each added a chapter to New York City's list. This wide-spread and rapid growth is convincing evidence of interest in the study group as a means of parental education.

The N. E. A. Discusses Parental Education

THIS year for the first time the Department of Superintendence of the N.E.A. Convention at Dallas devoted one day, February 28th, to a group discussion of "Recent Developments in Pre-School and Parental Education." Mrs. Sidonie Matsner Gruenberg, Director of the Child Study Association, talked on "Parental Education: Its Materials and Methods." Bird T. Baldwin and William John Cooper were among the speakers.

Institute Lectures in Book Form

Readers of *Child Study* will be interested to know that the ten lectures on "Contributions of Modern Science to Parental Education" which were given as part of the recent Institute on Parental Education will be published in book form. Publication date will be announced.

This Month's Contributor

Bernard Glueck, M.D., is a consulting psychiatrist, and lecturer at the New School for Social Research, New York City.

Child Study Activities

Parents and the Nursery School

"THE Practical Co-operation of Parents in the Nursery School" was the subject of a conference held at the Headquarters of the Child Study Association on the afternoon of February 16th, at which Miss Anna E. McLin, Director of the Child Education Foundation, was the speaker. She urged that the young child be given opportunity to choose his own activities and carry them out to the point of satisfaction without interruption. While these activities must be channelled to a purposeful end, the child must be allowed to go at his own gait and to make his own discoveries. The place that is best equipped to provide an environmental condition suitable for these needs is the nursery school. But the home and the school must work toward a common end, and this is possible only when parents understand what is being done in the school and when they give their fullest co-operation.

Four Conferences on Parenthood

PRE-parental and parental training were the subjects of four recent conferences in various parts of the country. At the Mid-West Conference on Parenthood held at Kansas City, Missouri, March 3, 4, 5, Dr. Edwin A. Kirkpatrick, Dr. Lois Hayden Meek, Dr. Bird T. Baldwin, Mrs. Raymond Gilman, Mrs. E. R. Weeks, Dr. Ernest R. Groves, and Miss Edna Noble White were speakers. Mrs. Sidonie M. Gruenberg talked on "Basic Factors in the Education of Parents."

Conferences at Tulsa, Oklahoma, on February 24, and at the University of Oklahoma, Oklahoma City, on February 25-26, attracted widespread interest.

The Northwest Conference on Child Health and Parent Education will take place in Minneapolis, Minnesota, on March 8, 9, 10. Parent - teacher associations, women's clubs,

health and social organizations and medical societies will be represented. At a noon-day luncheon round table, Mrs. Gruenberg will talk on "Sex Education and the Young Child."

The Effect of Glands on Emotions

D R. H. R. Miller, attendant physician at Sydenham Hospital and associate at Post Graduate and Montefiore Hospitals, spoke to the members of the Child Study Association on the afternoon of February 23rd. His subject was "Endocrine Glands—Their Significance in Mental and Emotional States." Certain facts, he said, have been well established by endocrine organo-therapy: that the endocrine glands have an influence on the structure of the body and that the changes produced in the bodily structure are accompanied by psychic changes. Noticeable parallelism between physical and emotional disorders indicates that the endocrine glands maintain and control the equilibrium of the mind as well as of the body.

Experiments have proved that when synthetic adrenalin is administered artificially under the skin the animal reacts in precisely the same way as when, under the influence of fear or pain, it mobilizes organic adrenalin. Another type of experiment establishing this biological principle is concerned with the reproductive organs of animals.

These experiments indicate that when the sex hormones of the male animal are artificially introduced into the female animal (or vice versa), the latter assumes the specific sexual characteristics identified with the transplanted hormones.

The endocrine glands begin to function in the life of the individual before birth. They affect the growth of the embryo in intra-uterine life and continue to produce bodily changes and their correlated mental states at every stage in the individual's development.

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Concerning Parental Attitudes

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dition. The externally derived notions, those supported in many ways by more or less well defined schools of psychology, might be grouped for convenience' sake into the following categories:

First there is the notion that the child is like a small animal. Animal psychology, from which the so-called behavior psychology is a derivative, endeavors to discover guiding lines for the education and training of children from observation of the behavior and habit formation in animals. The method it employs is a legitimate method, the so-called comparative method. It errs fundamentally in that it endeavors to draw conclusions from a comparison of two entities which are not comparable. The human infant undoubtedly exhibits some characteristics which can be compared with those of a small animal, but it has also very many that differentiate it from the young animal. The technique of child guidance which is apt to result from viewing the human infant in the light of its similarities with the young animal is bound to be dominated by the principle of "drill" and of reward and punishment as the immediate incentives to action.

It may also force the energy expressions of the developing individual into definite and rigidly delimited channels. Drill, no matter how scientific it may be, carries the evil of depriving the child of opportunity for spontaneous and unhampered development. Habit leads to mastery but it also enslaves, and human adaptation demands plasticity as well as stability.

Much has been written in favor of the virtue of reward and punishment as incentives to the formation of good habits. Undoubtedly this method has its place in child training. But it should not be forgotten in this connection that a very important goal of development is the acquisition of the capacity for making the right decision even though it is contrary to the rule of immediate reward and punishment. One of the important characteristics of healthy adulthood is the ability to postpone the satisfaction of desire to an ever receding future.

Another view of child nature emphasizes the similarity between the human infant and the savage. Here too, while the comparison is justified up to a certain point, and while in a certain sense it may be said that every generation begins with a generation of savages, a literal acceptance

of this view is manifestly erroneous. Nevertheless it is possible to discern in certain parental attitudes, indeed, in certain established systems of education a domination by this belief.

Child guidance and education are in these instances "taboo" ridden, full of prohibitions and threats of the evil consequences of failure to heed the prescribed ordinances. The little savage must be civilized. He must be made to take on, as soon as possible, the "taboos" of our adult civilization. This attitude more than any other is apt to accentuate the "infantile-omnipotence" urges of the adult civilizers.

To develop this theme to its logical limits would take us altogether too far afield. The least we can ask of the parent or educator who is dominated by the notion of the savagery of the child is that the taboos and prohibitions which he imposes upon the developing child should not extend to the child's thoughts and impulses to action but should at least be limited to his acts.

It is true that in the course of the organization of his instinctive life, particularly during the pregenital phase of development, the impulses of the child are in many respects similar to those of the savage. But if we carry the analogy too far, and act upon it by enslaving the child in a system of taboos and prohibitions and threats of dire consequences, we may, perhaps, be accentuating the inevitable disposition to feelings of guilt and unconscious needs for punishment.

Another view of childhood is that which sees in the child merely a small adult to be judged respecting his transgressions and shortcomings by adult standards. This view is apt to be preferred by the parent who can most readily identify himself with the child through the persistence of his own infantilisms. Also, by the parent who needs most strongly the complete satisfaction of an ideal he has built up of what his child must be.

In connection with this type of notion of childhood we are coming near those categories which have the character of the subjective. Here we find the relationships between parent and child entangled and burdened by a mass of projections and identifications, exposing the child to the destructive task of having to satisfy various ungratified longings of the parents and of becoming enmeshed in the personal problems of the adult to the serious hindrance of normal development.

This topic has been dealt with extensively in the literature of modern psychology. The destructive possibilities contained in what is admittedly

the most important achievement of human civilization, the human family, are now very widely recognized. But the discovery and emphasis of these destructive possibilities has also brought into bold relief the tremendous power for good which is contained in a wise employment of the constructive elements of family life. The doctor who said that in treating a nervous patient you must first spoil him and then wean him, expressed a truth which applies to the guidance of childhood. The spoiling we have in mind here is the putting at the child's disposal all the love and security of which the family is capable.

Whatever notion concerning child nature a parent may harbor, it is important to recognize that this love and security is the great, indispensable fulcrum by means of which the child lifts himself out of the maze of ambivalent and contradictory impulses to an inner unity and harmony. It is the task of the parent to give freely of this binding and unifying force of love and security. Ordinarily it is of course a very pleasant and satisfying task. Difficulties arise when the parent comes to face the next phase of his child's development, the weaning phase. How successfully he will acquit himself of his task will always depend upon the degree of maturity and objective-mindedness the parent has achieved.

This should be the cardinal goal of the enterprise of parental education; the furtherance of everything which would assist the parenthood of humanity to a healthy, mature adulthood.

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day nursery. In three of these groups interpreters are being used because there are some members who understand only a limited amount of English. This experiment is being watched with interest.

The final conference of the Institute considered methods of evaluating results of parental education. Mrs. Pilpel suggested, as one method of evaluation, that a simple problem be presented to a group at its first session and that the reactions to the same problem be compared after a season's study of child behavior and child training.

Miss Laws said that the first question to be considered is the *purpose* of evaluation. The actual amount of subject matter over which the parent has control is not important, but we should find some means of measuring the value of the subject matter, the quality of leadership and the changes in the attitudes and purposes of parents.

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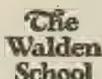
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The work of the summer play schools directed by the Child Study Association of America was presented by Mrs. Fred M. Stein and Mrs. Lucy Retting at a special morning session of the Institute. How the play school serves as a channel for parental education was described by Mrs. Violet A. Jersawit, who told of child study groups in which mothers of play school children meet regularly to discuss their mutual problems.

Observing Study Groups in Action

A unique and valuable feature of the Institute was the opportunity afforded visitors to see the actual functioning of child study groups and to observe other mediums for parental education. Eighteen civic, social and educational agencies, representing both public and private institutions, cooperated with the Child Study Association in throwing open for observation various types of educational, preventive and curative work now being carried on in New York City. One hundred and sixteen observations were recorded.

In nurseries and nursery schools Institute registrants were enabled to observe the principles of child training being worked out in actual situations with children. Visits to clinics and to the juvenile court gave insight into the procedure followed in caring for children whose difficulties are traceable to faulty parental training.

Study groups showed a wide variety of method and content in parental education. Discussion in these groups brought to the surface many vital problems and demonstrated the steps and methods by which the child study group helps the parent.

At the Home for Hebrew Infants two interesting and unusual types of child study group were visited. One of these was composed of mothers who bring their infants to the baby welfare station for health care; the other of student nurses who have formed a child study group under the leadership of the Child Study Association as part of their training in infant care.

A very different type of group observed was that in a large public school where some colored mothers have organized for child study and have affiliated with the Parent-Teacher Association.

At the headquarters of the Child Study Association groups studying infancy, early childhood, adolescence, later adolescence, sex education and mental hygiene were observed. The problems considered and the technique and procedure utilized provoked interesting discussion and provided fruitful and stimulating suggestions for further study of parental education.

BOOK REVIEWS

Psychologies of 1925. Powell Lectures in Psychological Theory. By Madison Bentley, Knight Dunlap, Walter S. Hunter, Kurt Koffka, Wolfgang Kohler, William McDougall, Morton Prince, John B. Watson, Robert S. Woodworth. Clark University, Worcester, Mass., 1926. 412 pages. \$6.00.

To the special student of psychology and to the general reader alive to the psychological controversies of the day, this book affords a comprehensive and valuable survey of the practical contributions of various schools to the understanding and control of human activity. In the chapters on behaviorism and in the discussion of mentality of apes, these lectures also provide illuminating points of investigation on the problems of child guidance.

A glance at the list of writers reveals that the discussions are authoritative, presented by leading exponents of particular methods and theories already made fruitful in the development of the science of psychology and in the practical approach to human problems. Behaviorism, the dynamic conception of psychology, the acceptance of *Gestalten* or mental "forms" as the guides of action, the presence of purposiveness implicit in mental life, not imposed from without, a biological consideration of consciousness based on the data of abnormal psychology—these are some of the topics which receive stimulating treatment. Not the least service of the book is the care with which the various writers have sought to explain the use of their terms with all fairness to their opponents and have attempted to divest them of confusing conceptions which are outside the realm of actual psychological investigation.

Much difference of viewpoint is revealed, chiefly upon the fundamental question as to whether human and animal activity is to be interpreted mechanistically or as purposive and conscious. Space forbids discussion of each individual presentation, whether as to the convincingness of any author's position or his positive contribution to psychological progress. In large part, we already know these. Nevertheless, each individual chapter merits careful reading because here each subject is set forth in the author's clearest and most comprehensive manner and, notably in some instances, with a breadth of view which reconciles opposition by constructively seeking a working basis for conflicting theories.

The reader may agree or not; he may discern the tendency in the best of thinkers to be dazzled by his own point of view, but his thought will be challenged and his personal attitude enlarged.

LOUISE BRINK.

Creative Expression through Music. Progressive Education, January-February-March, 1927.

In publishing the articles which constitute the music number of *Progressive Education*, the editors have made a splendid contribution to the general subject of music education. Many teachers of both applied and school music have done little with the creative possibilities in children. This symposium is so varied, so much a record of actual experiences of teachers and students, that it should be most suggestive and helpful in developing the creative attitude toward all of music

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education. Creative teaching lies in an attitude of both teachers and pupils toward subject matter and toward each other.

Mr. Thomas Whitney Surette, in the opening paragraph of his excellent article, has concisely stated his understanding of this broader conception. The term "creative music," he says, should signify much more than the writing of original melodies and the making of instruments by children. Unless little children begin very early to make original melodies they are likely to become self-conscious and dissatisfied with their own attempts to create, because through familiarity with greater music, their ability to appreciate will supplant their power to make their own music.

It is interesting to note that the authors of the four succeeding articles were originally piano teachers who were among the first to be dissatisfied with the artificial and insincere standard of teaching music merely as a means to producing mediocre parlor performers. Their realization of this inadequacy brought about a new attitude. Children were given an opportunity for freer expression in singing, rhythemics, melody making, creative listening, harmonization, transposition, music writing, and dramatization. Mrs. Satis N. Coleman added a study of the music of primitive peoples and the making and playing of their simple instruments.

"It is absolutely necessary that the child be left unqualifiedly to himself in his within-search for melody," says Calvin B. Cady. "The teacher should not make his cultured experience the criterion for the primitive ideas of the child." Miss Ruth Doing's article is an admirable statement of this principle. She shows that the unrestrained creative responses of the whole organism of the child to the pulsation of forces around him, rather than the artificial time-beating and swaying to lullabies, brings about the only complete rhythmic development. Although Miss Doing does not discuss rhythmics in their specific relation to music education, the teacher must be convinced of the desirability of including this freer creative form in music lessons.

DORIS SIMMONSON.

Suggested Reading in Recent Magazines

"The Lazy Thirties." By Margaret G. Banning. Harpers.
February, 1927.

An appeal to face clearly and honestly the difference between leisure and laziness. The latter breeds discontent and cripples energies. Leisure, on the other hand, breeds humor, beauty and philosophy. The writer illustrates the two attitudes of living.

"Play Problems of Girls." By Agnes Wayman, Head of Department of Physical Education, Barnard College. Play-ground, January, 1927.

An address delivered at the Recreation Congress, October, 1926. Considers the needs and desires of the modern girl in play activities, the play-giving satisfactions of achievement, competition with emphasis on participation, and cooperation. The appended discussion brings out the important factor of mixed groups, young men and women participating in social activities.

"The Development of the Child's Eating Habits." By E. Van Norman Emery, Western Dietitian, January, 1927.

Stresses the importance of developing desirable food habits early in the life of the child.

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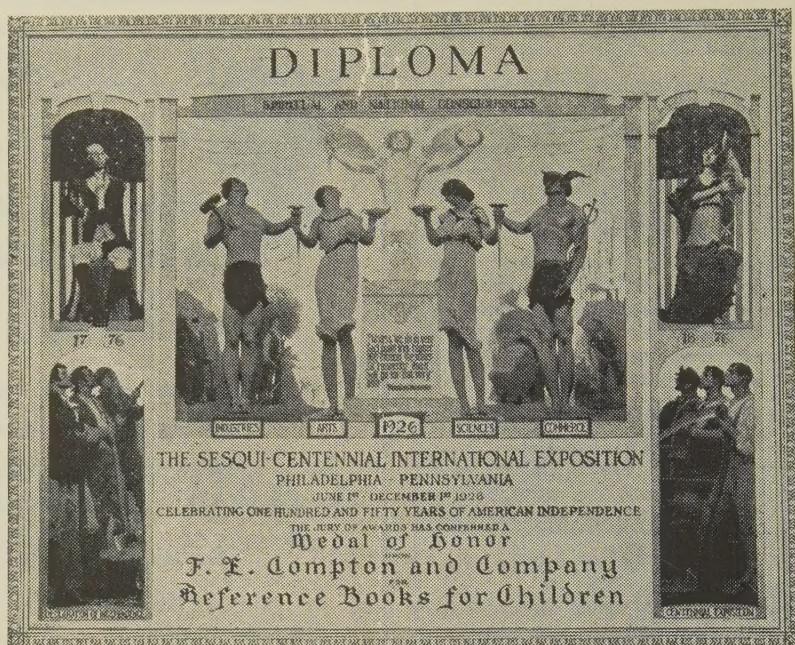
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